

STRATEGIC SCHOOL PROFILE 2007-08**Windham School District**

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham	Per Capita Income in 2000: \$16,978
Town Population in 2000: 22,857	Percent of Adults without a High School Diploma in 2000*: 24.4%
1990-2000 Population Growth: 3.7%	Percent of Adults Who Were Not Fluent in English in 2000*: 6.3%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 94.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): I DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 3,632
5-Year Enrollment Change 1.3%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,368	65.2	81.7	28.7
K-12 Students Who Are Not Fluent in English	702	20.9	15.0	5.4
Students Identified as Gifted and/or Talented*	105	2.9	2.0	4.0
PK-12 Students Receiving Special Education Services in District	630	17.3	12.6	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	219	83.9	61.5	79.2
Homeless	36	1.0	0.5	0.2
Juniors and Seniors Working 16 or More Hours Per Week	15	4.9	16.0	20.2

*65.7% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	30	0.8
Asian American	52	1.4
Black	213	5.9
Hispanic	2,132	58.7
White	1,205	33.2
Total Minority	2,427	66.8

Percent of Minority Professional Staff: 10.1%

Non-English Home Language: 30.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Windham School District is committed to reducing racial, ethnic and economic isolation by recognizing and appreciating the unique assets represented in the community. During the 2007-08 school year, the district provided numerous opportunities for staff, parents and students to participate in a variety of activities within each school community to support these efforts. Some of the collaborative efforts with neighboring school districts include, but are not limited to: interdistrict programs with EASTCONN and its districts; a partnership with Windham Theatre Arts Magnet School; and a future elementary magnet school. The district also has a Dual Language program at one elementary school (K-4) and for 5-6th graders at the middle school, enabling students to become bilingual, bicultural, and bi-literate. Windham is also invested in the ongoing recruitment of school personnel who reflect the diversity represented in our student population.

Several grant-funded initiatives bring together Windham's students with those from neighboring school districts that serve a less diverse population. Some of the communities who participate with Windham in efforts to foster interaction among students with different backgrounds are: Ashford; Chaplin; Columbia; Coventry; East Hartford; Hampton; Hebron; Killingly; Lebanon; Mansfield; Scotland; and Willington. Selected schools also have the Foster Grandparent program, and the Big Brothers/Big Sisters Program.

At the middle and high schools there are a variety of activities to support this effort. At the middle school staff and students use a grant entitled, The Wonderful World of Writing on the Web, providing them the opportunity to write for real purposes and publish authentic work for audiences around the world. At the high school students are afforded the opportunity to interact with students from different backgrounds through inter-disciplinary units provided by teachers. Students are also involved in several inter-district programs through EASTCONN in Science (Forensics), Social Studies (Pathways to History, Mosaics) and English (Wonderful World of Writing on the Web).

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	24.6	52.0	4.3
Writing	30.6	63.4	0.6
Mathematics	30.5	60.0	4.9
Grade 4 Reading	26.3	55.9	3.2
Writing	34.8	62.9	3.1
Mathematics	35.1	60.3	5.7
Grade 5 Reading	24.2	62.2	1.2
Writing	24.8	64.5	1.2
Mathematics	23.6	65.9	0.6
Science	20.9	54.9	4.9
Grade 6 Reading	28.2	66.3	1.2
Writing	25.2	61.9	1.2
Mathematics	27.7	66.4	2.4
Grade 7 Reading	37.4	71.1	3.9
Writing	31.5	62.0	5.2
Mathematics	28.5	63.0	5.2
Grade 8 Reading	30.4	64.8	3.8
Writing	32.0	63.4	4.4
Mathematics	26.5	60.8	5.0
Science	22.4	58.6	6.3

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	26.5	45.5	13.8
Writing Across the Disciplines	33.2	57.9	10.8
Mathematics	33.8	50.1	18.5
Science	27.9	46.3	14.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	26.7	36.1	18.2

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.9	77.6	
Average Score	Mathematics	475	504	23.8
	Critical Reading	485	502	27.7
	Writing	478	503	18.5

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	80.9	92.6	4.6
Cumulative Four-Year Dropout Rate for Class of 2007	14.6	6.2	6.0
2006-07 Annual Dropout Rate for Grade 9 through 12	4.9	1.7	4.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.9	83.4
% Employed (Civilian Employment and in Armed Services)	15.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	258.16
Paraprofessional Instructional Assistants	61.50
Special Education	
Teachers and Instructors	47.40
Paraprofessional Instructional Assistants	74.00
Library/Media Specialists and Assistants	7.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	8.50
School Level	14.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.95
Counselors, Social Workers, and School Psychologists	22.60
School Nurses	8.35
Other Staff Providing Non-Instructional Services and Support	223.95

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.5	12.5	13.6
% with Master's Degree or Above	64.5	73.0	75.6

Average Class Size	District	DRG	State
Grade K	17.2	20.3	18.1
Grade 2	17.7	20.5	19.3
Grade 5	20.0	22.3	20.9
Grade 7	13.2	22.2	20.5
High School	18.3	14.9	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	986	987
Middle School	980	1,009	1,017
High School	984	994	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	6.1	3.1	3.4
Middle School	4.1	3.0	2.7
High School	2.7	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$29,327	\$7,985	\$7,153	\$7,692	\$7,159
Instructional Supplies and Equipment	\$928	\$253	\$262	\$299	\$266
Improvement of Instruction and Educational Media Services	\$1,031	\$281	\$443	\$567	\$429
Student Support Services	\$3,021	\$823	\$764	\$752	\$761
Administration and Support Services	\$3,896	\$1,061	\$1,256	\$1,315	\$1,271
Plant Operation and Maintenance	\$4,223	\$1,150	\$1,329	\$1,392	\$1,322
Transportation	\$2,148	\$509	\$605	\$723	\$601
Costs for Students Tuitioned Out	\$2,314	N/A	N/A	N/A	N/A
Other	\$549	\$149	\$147	\$154	\$145
Total	\$47,437	\$12,636	\$12,203	\$13,260	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,236	\$609	\$1,875	\$2,960	\$1,882

Special Education Expenditures	
Total Expenditures	\$12,927,885
Percent of Total PK-12 Expenditures Used for Special Education	27.1%

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	30.9	54.9	10.5	3.7
Excluding School Construction	31.5	54.0	10.6	3.9

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Windham Board of Education approved their fiscal year 2008-2009 budget at \$41,250,933 which is a 2.77% increase over last year's budget. Each school principal has the flexibility to allocate funding appropriate to the particular needs of the school population. School funds support both bilingual and a new arrival class, addressing the needs of students who are learning a second language. The district obtained grant funding, primarily from the state, to address school-community needs. At each elementary school there is an after-school academic and care program. The middle school program is a 4 day/week (Monday – Thursday) program. Students receive tutoring, academic enrichment and supervised recreation. The Early Reading Success Grant and the Reading First Grant have afforded outstanding learning opportunities to students at the elementary schools. Intensive professional development and new instructional supplies augment literacy instruction at all four elementary schools. Through the Priority School Grant, the district is able to support many academic initiatives in the schools. Additionally, the district also receives all of the federal entitlement grants as well. The district is focusing on Positive Behavioral Support Program (PBS) in the schools through a grant provided through the State Education Resource Center (SERC). This year, a phase-in of a ninth grade academy at the high school was implemented with the hope of improving outcomes for students, including increased attendance and graduation rates, and decreased discipline referrals.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	621
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	18.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	26	0.8	0.6	0.7
Learning Disability	192	5.8	5.0	4.0
Intellectual Disability	40	1.2	0.8	0.5
Emotional Disturbance	122	3.7	1.6	1.0
Speech Impairment	97	2.9	2.4	2.4
Other Health Impairment*	109	3.3	1.9	2.1
Other Disabilities**	35	1.1	1.1	0.9
Total	621	18.9	13.5	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	45.7	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	7.1	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	4.2	20.4	28.5	62.1
	Writing	2.0	19.3	30.0	63.0
	Mathematics	2.2	22.6	28.8	62.7
	Science	1.1	22.2	21.6	56.8
CAPT	Reading Across the Disciplines	0.0	11.4	26.5	45.5
	Writing Across the Disciplines	0.0	16.3	33.2	57.9
	Mathematics	0.0	14.7	33.8	50.1
	Science	0.0	14.4	27.9	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	46.0
	% With Accommodations	54.0
CAPT	% Without Accommodations	48.9
	% With Accommodations	51.1
% Assessed Using Skills Checklist		9.6

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.2
Private Schools or Other Settings	27	4.3

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	318	51.2	67.7	71.6
40.1 to 79.0 Percent of Time	179	28.8	16.5	16.6
0.0 to 40.0 Percent of Time	124	20.0	15.8	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Results of the 2008 CAPT illustrate an increase in scores, however, achievement levels in Math, Writing and Reading were not met. The 2008 CMT results demonstrated some progress, but we did not reach projected district goals in Math, Reading and Writing. One of our elementary schools achieved Safe Harbor. This past year, the district worked with state consultants to begin discussions around Data Driven Decision Making, ensuring that schools look at data to inform instruction for improving student achievement. With one elementary school a Reading First school, we are rolling out Reading First concepts and practices to all the district.

A comprehensive professional development plan was implemented to serve as the foundation for change within the district's improvement plan. Over 24 district sponsored CEU hours supported instructional improvement during the 07-08 school year. Language-based instructional strategies are leveraging instructional improvements. Windham is committed to improved learning through differentiated instruction and sheltered instructional strategies for all students. Teachers' professional development supports the adjustment and tailoring of instruction to meet students' individual needs in core curriculum areas. Research-based curriculum materials have been used to address the learning needs of students, offering three levels of programming: core; supplemental; and intervention. Technology is being integrated into the curriculum. The district will focus on creating a larger wireless atmosphere for teachers and students in the near future.
